

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mupu Elementary School District

CDS Code: 56725046055156

School Year: 2021-22

LEA contact information:

Dr. Sheryl Barnd

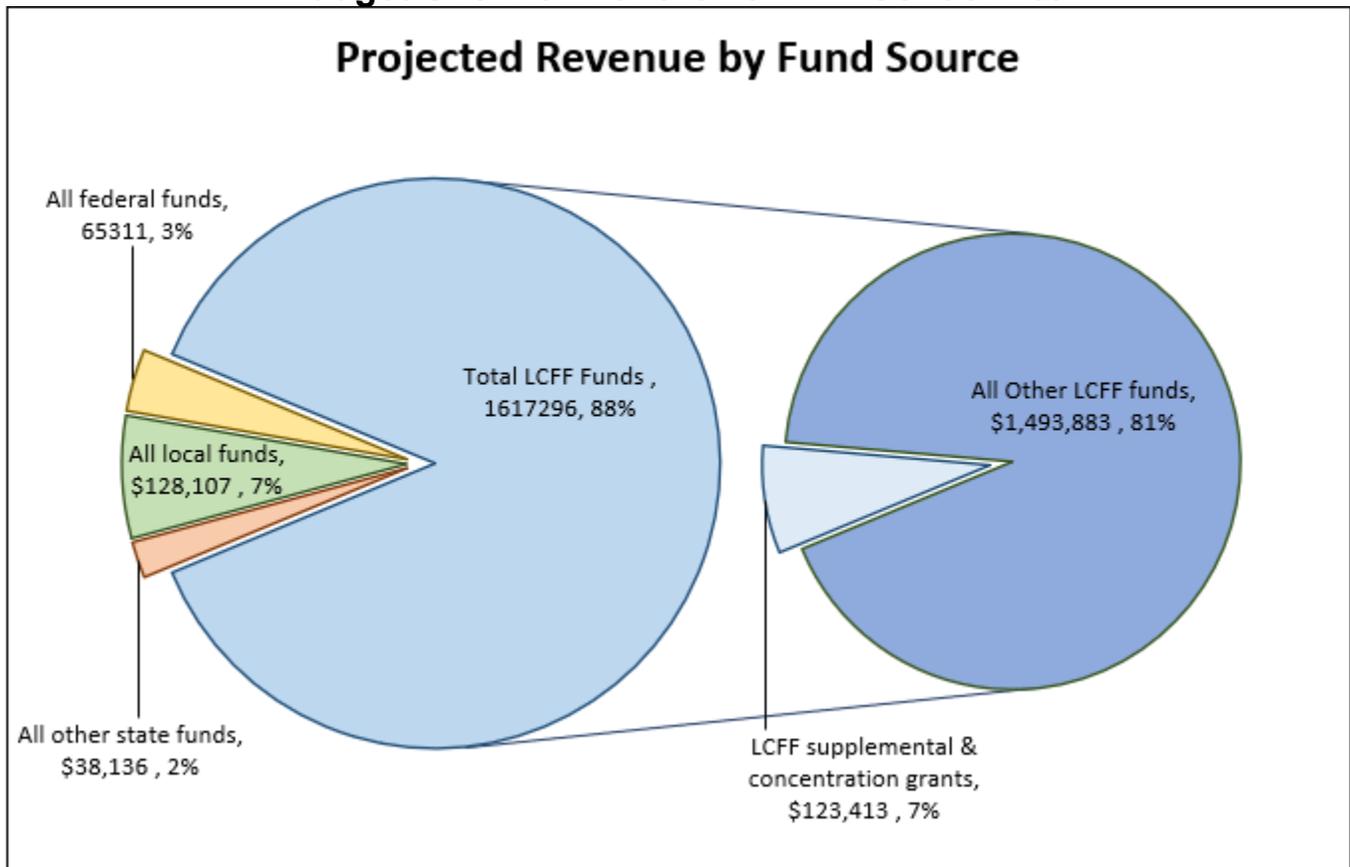
Superintendent

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805-525-6111, ext. 1

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

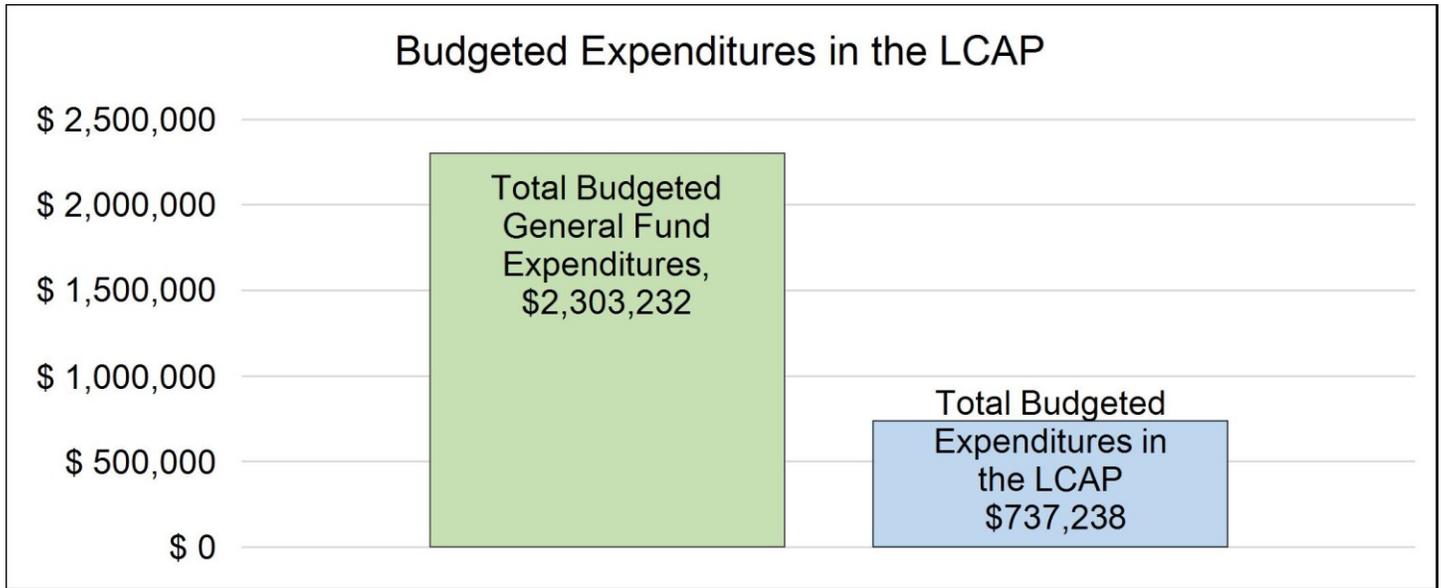


This chart shows the total general purpose revenue Mupu Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Mupu Elementary School District is \$1,848,850, of which \$1,617,296 is Local Control Funding Formula (LCFF), \$38,136 is other state funds, \$128,107 is local funds, and \$65,311 is federal funds. Of the \$1,617,296 in LCFF Funds, \$123,413 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Mupu Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Mupu Elementary School District plans to spend \$2,303,232 for the 2021-22 school year. Of that amount, \$737,238 is tied to actions/services in the LCAP and \$1,565,994 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

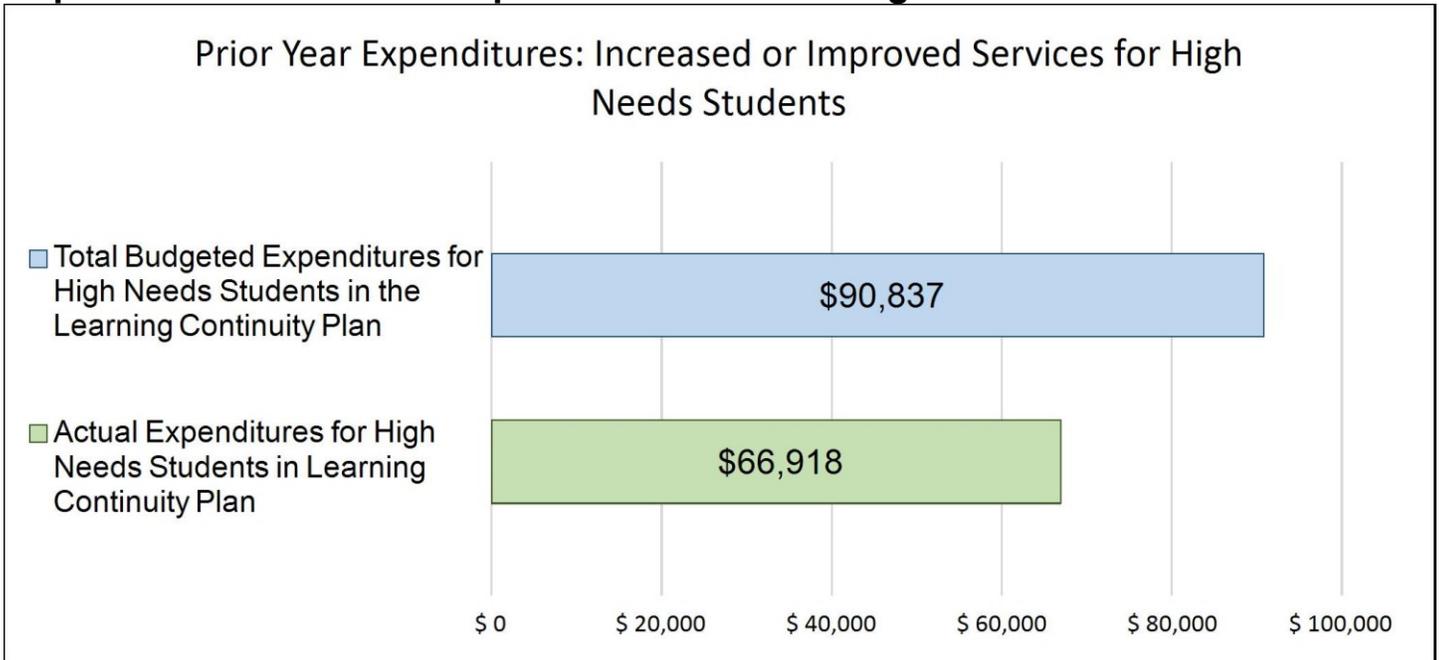
The LCAP does not include expenditures for administrative and support staff salaries, maintenance and operations, special education, or most classroom teachers.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Mupu Elementary School District is projecting it will receive \$123,413 based on the enrollment of foster youth, English learner, and low-income students. Mupu Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mupu Elementary School District plans to spend \$253,555 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Mupu Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Mupu Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Mupu Elementary School District's Learning Continuity Plan budgeted \$90,837 for planned actions to increase or improve services for high needs students. Mupu Elementary School District actually spent \$66,918 for actions to increase or improve services for high needs students in 2020-21.

The District's expenditures for hotspots and Chromebooks was not as high as originally planned. However, this did not impact the District's ability to provide instruction as the District returned to in-person instruction in early November of 2020.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Mupu Elementary School District	Dr. Sheryl Barnd Superintendent	sheryl.barnd@mupu.org 805-525-6111, ext. 1

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: Increase student achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP ELA</p> <p>19-20 CA School Dashboard - State Academic Indicator (ELA) 15 points above Standard</p> <p>Baseline Schoolwide: 45% Standards Met or Above 6 points below Level 3</p>	<p>Due to COVID-19, state assessments were not conducted in SY 2019-2020.</p>
<p>Metric/Indicator CAASPP Math</p> <p>19-20 Districtwide: 51% Standards Met or Above 10 points DFS</p>	<p>Due to COVID-19, state assessments were not conducted in SY 2019-2020.</p>

Expected	Actual
<p>Baseline Districtwide: 39% Standards Met or Above 24.2 points DFS</p>	
<p>Metric/Indicator CAASPP ELA (SES only)</p> <p>19-20 At Standard</p> <p>Baseline 28.2 points below Level 3</p> <p>Metric/Indicator CAASPP Math (SES only)</p> <p>19-20 15 points DFS</p> <p>Baseline 54.8 points below Level 3</p> <p>Metric/Indicator CAASPP ELA (EL only)</p> <p>19-20 10 points DFS</p> <p>Baseline 4.3 points below Level 3</p>	<p>Due to COVID-19, state assessments were not conducted in SY 2019-2020.</p> <p>Due to COVID-19, state assessments were not conducted in SY 2019-2020.</p> <p>Due to COVID-19, state assessments were not conducted in SY 2019-2020.</p>
<p>Metric/Indicator CAASPP Math (EL only)</p> <p>19-20 20 points DFS</p> <p>Baseline 27.4 points below Level 3</p>	<p>Due to COVID-19, state assessments were not conducted in SY 2019-2020.</p>

Expected	Actual
<p>Metric/Indicator Academic Honor Roll</p> <p>19-20 50% achieved Academic Honor Roll</p> <p>Baseline 34% achieved Academic Honor Roll</p> <p>Metric/Indicator ELPAC</p> <p>19-20 Maintain/Increase</p> <p>Baseline Establish baseline</p> <p>Metric/Indicator Reclassification Rate</p> <p>19-20 30% of students reclassified</p> <p>Baseline 47% of students reclassified</p>	<p>52% achieved Honor Roll during the 2nd trimester SY 19-20.</p> <p>Due to COVID-19, the ELPAC summative assessment was not conducted in SY 2019-2020.</p> <p>Due to COVID-19, the ELPAC summative assessment was not conducted in SY 2019-2020. Prior to school closure, 11% of ELs were reclassified as Fluent for SY 2019-2020.</p>
<p>Metric/Indicator Physical Fitness Testing</p> <p>19-20 70% of all students will meet 5 of the 6 standards.</p> <p>Baseline 100% of 7th grade and 46% of 5th grade students met 5 of the 6 standards</p> <p>Metric/Indicator Fully credentialed teachers</p> <p>19-20 Maintain teachers with appropriate credentials</p> <p>Baseline</p>	<p>Due to COVID-19, the Physical Fitness assessment was not conducted in SY 2019-2020.</p> <p>All teachers were fully credentialed.</p>

Expected	Actual
<p>Maintain teachers with appropriate credentials</p> <p>Metric/Indicator Implementation of State Standards:</p> <ul style="list-style-type: none"> • English Language Arts CCSS for English Language Arts • Mathematics- CCSS for Mathematics • Health Education Content Standards • History--Social Science • Model School Library Standards • Physical Education Model Content Standards • Next Generation Science Standards • Visual and Performing Arts • World Language <p>19-20 Maintain Professional Development that supports implementation of California State Standards.</p> <p>Baseline Maintain Professional Development that supports implementation of California State Standards.</p>	<p>Teachers maintained the implementation of the CCSS throughout the year, including distance learning for SY 2019-2020.</p>
<p>Metric/Indicator High School Drop- out, Graduation Rate, A-G, AP, EAP</p> <p>19-20 N/A</p> <p>Baseline N/A</p> <p>Metric/Indicator Implementation of Career Technical Education</p> <p>19-20 N/A</p> <p>Baseline N/A</p>	<p>N/A</p> <p>N/A</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Purchase Kindergarten CCSS Math Curriculum and needed textbooks for other grades 1st - 5th.	4000-4999: Books And Supplies Unrestricted \$1,650	Base Grant 4000-4999: Books And Supplies Unrestricted \$3950.65
1.2 Purchase necessary kits, materials, and online resources so students can conduct CCSS aligned investigations, performance tasks, & science projects specifically targeted for UPP, including SWDs/Hispanics.	1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$12,532	Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$157.50 Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$32.07 Supplemental/Concentration 4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$8,668.69
1.3 Purchase additional ELA/ELD materials	4000-4999: Books And Supplies Unrestricted and Restricted State \$2,750	Lottery 4000-4999: Books And Supplies Restricted \$3,232.92 Base Grant 4000-4999: Books And Supplies Unrestricted \$434.37 Base Grant 5000-5999: Services And Other Operating Expenditures Unrestricted \$43.13
1.4 Targeted 8th grade math instruction provided by specialized math teacher in preparation for college and career readiness specifically targeted for UPP, including SWDs/Hispanics.	1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$40,377	Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$28,719.02

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.5 Develop staffs' depth of knowledge in areas such as providing social-emotional support and classroom management, including: NGSS, ELD strategies, Math Practices, CCSS, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities specifically targeted for UPP, including SWDs/Hispanics.</p>	<p>Books and Reference Materials Materials and Supplies Travel and Conferences Certificated (Teacher) Salaries & Benefits Unrestricted, Supplemental/Concentration \$11,678</p>	<p>Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$11,811.41</p> <p>Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$903.75</p> <p>Title I 1000-1999: Certificated Personnel Salaries Restricted \$506.55</p> <p>M.T.S.S 1000-1999: Certificated Personnel Salaries Restricted \$692.50</p> <p>Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$183.93</p> <p>Title I 3000-3999: Employee Benefits Restricted \$103.07</p> <p>M.T.S.S 3000-3999: Employee Benefits Restricted \$140.91</p> <p>Base Grant 4000-4999: Books And Supplies Unrestricted \$780.64</p> <p>Base Grant 5000-5999: Services And Other Operating Expenditures Unrestricted \$1,563.22</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.6 Continue to purchase and replenish technology devices so that scholars and teachers optimize on-line and digital learning</p>	<p>Materials and Supplies Non-capitalized Equipment Professional Services Unrestricted, Supplemental/Concentration \$10,000</p>	<p>Title I 5000-5999: Services And Other Operating Expenditures Restricted \$2,909.21 M.T.S.S 5000-5999: Services And Other Operating Expenditures Restricted \$425.00 Base Grant 5800: Professional/Consulting Services And Operating Expenditures Unrestricted \$1,250.00 Supplemental/Concentration 4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$10,795.15 Title I 4000-4999: Books And Supplies Restricted \$2,317.74 Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Unrestricted, Supplemental/Concentration \$2,490.75</p>
<p>1.7 Utilize online and digital intervention resources such as EADMS to create online assessments and monitor student progress</p>	<p>\$0</p>	<p>N/A</p>
<p>1.8 Continue intervention program that allows for small group instruction and extra support specifically targeted for UPP, including SWDs/Hispanics.</p>	<p>2000-2999: Classified Personnel Salaries Unrestricted, Supplemental/Concentration \$41,683</p>	<p>Supplemental/Concentration 2000-2999: Classified Personnel Salaries Unrestricted and Restricted State \$41,498.52 Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted and Restricted State \$10,289.90</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Title I 5800: Professional/Consulting Services And Operating Expenditures Restricted \$2,500.32

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Based on the analysis of our budgeted actions and services, all actions and services were carried out to support students, families, teachers, and staff. We exceeded our actual expenditures in most actions and services, particularly with Goal 1.6 where additional Chromebooks were purchased to support Distance Learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our school was prepared for a successful 2019-2020 school year. Prior to the start of the school year, all curricula were purchased along with online resources, supplementary materials, and intervention software to support all scholars. We were ready for a productive year that included our school's largest enrollment. From the onset of school until March, daily life at Mupu proceeded smoothly and was uneventful. Teachers and aides provided intervention in small groups, both in class and in the After School Program. All staff attended various trainings and workshops that focused on content subject materials, social emotional support, CHAMPS, and safety. Teachers effectively implemented technology and used large screen monitors with Apple TVs to help provide instruction. We met weekly in Professional Learning Communities and were looking forward to statewide testing based on the progress we saw scholars making through data analysis and reflection.

The challenge in SY 2019-2020 came in March when we were closed due to the COVID-19 pandemic. While it was difficult to anticipate the length of the closure, we forged ahead and continued to give 100% effort and maintain Mupu's high set of standards and expectations regardless of how or where learning was taking place. Our biggest challenge became our biggest success. Within a week of closure, we handed out Chromebooks to every scholar and made sure they were ready and had access to online instruction. We created a user-friendly platform, including Google Classroom, for both scholars, parents, grandparents, and caregivers to navigate and figure out daily meetings, assignments, tasks, and how to access all their textbooks and classwork. We kept careful watch over student attendance and engagement and reached out to parents when children were not participating. We gathered feedback from parents and heard overwhelmingly positive comments about the ease of our program and how well distance learning was going. We did our best to make sure our struggling learners were getting the extra support they needed. Perhaps our biggest success was maintaining the services and number of minutes a scholar with an IEP received, and in many cases scholars actually received more minutes than were stated on their IEP. While it was disappointing to not have the results of the CAASPP test to analyze and

show our progress, we feel very strongly that our scholars continued to gain ground and learn everyday during the remainder of the school year.

Goal 2

Goal #2 Increase parent engagement and participation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Increase community events</p> <p>19-20 5 per year</p> <p>Baseline 3 per year</p>	<p>Several community events were held prior to the school closure in March. These included four "Mupu Dine Out" events, a "Denim Ball" for Mupu parents and friends, our annual Fall Festival for all Mupu families, winter program, and our annual spelling bee competition. No community events were held after the school closure in March.</p>
<p>Metric/Indicator Increase learning opportunities for parents</p> <p>19-20 4 per year</p> <p>Baseline 1 per year</p>	<p>In the fall of SY 2019-2020, Mupu held its annual Parent Info Night and in December a presentation "VAPING- What Parents Need to Know" was held in conjunction with another local district. No other learning opportunities were held.</p>
<p>Metric/Indicator Implement parent surveys</p> <p>19-20 3 per year</p> <p>Baseline N/A</p>	<p>A needs assessment was given to parents and staff to help guide the design of our Comprehensive School Safety Plan. Additionally, prior to the school closure, a technology and access to internet needs survey was conducted to ensure that all scholars had access or would be provided with access to distance learning.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Hold 5 family-style events to build school community	Custodial and Other 2000-2999: Classified Personnel Salaries Unrestricted, Supplemental/Concentration \$1,592	Supplemental/Concentration 2000-2999: Classified Personnel Salaries Unrestricted, Supplemental/Concentration \$13.01 Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$3.81 Supplemental/Concentration 4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$14.35
2.2 Hold 3 Learning Events for parents, students, and teachers	1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$636	N/A
2.3 Increase parent survey response by 5% and maintain open communication and shared information through maintaining website and marquee.	1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$2,257	Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$708.75 Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$144.22 Base Grant 5800: Professional/Consulting Services And Operating Expenditures Unrestricted \$900.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

While the full amount of budgeted expenditures were not used, this was largely due to the support of the Mupu Parents Club that helped to cover the cost of community events. Funds not expended in Goal 2 were used in Goal 1- Increase Student Achievement.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Beginning in September 2019 and continuing through March 2020, Mupu held four popular and well-attended "Family Dine Out" events at local eateries. Mupu Parents Club (MPC) also coordinated a "Denim Ball" for adults that included dinner, dance, cornhole tournament, and other activities. Our school continued to host our annual events such as our Fall Festival, winter program, and our annual spelling bee competition in January.

With the school closure, our challenge was to find a way to continue to hold our annual traditions such as our Spring Fling and talent show, track meet, science fair, water day, end-of-trimester awards ceremony and promotion ceremony. While some of these had to be cancelled, our teachers and staff got very creative and come up with new ways to continue to recognize our scholars and their achievements. Scholars created videos of their experiments and a virtual science fair continued to be held with judges recognizing the top three in each middle school grade. We recognized our 8th graders in a memorable drive-through promotion ceremony that was able to be watched online by family and friends. While these activities were presented differently, they were done so in a very special and memorable way with a lot of positive feedback from parents and scholars.

Goal 3

Goal #3 Increase student engagement in the school environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Citizenship Honor Roll</p> <p>19-20 80% of students will earn Citizenship Honor Roll</p> <p>Baseline In 2016-17, 76% achieved Citizenship Honor Roll.</p>	<p>86% of scholars achieved Citizenship Honor Roll for second trimester SY 2019-2020.</p>
<p>Metric/Indicator Community Service Projects</p> <p>19-20 Maintain 100% participation in Community Service Projects</p> <p>Baseline In 2016-17, 100% of students participated in Community Service Projects</p>	<p>100% of scholars did participate in Community Service Projects in SY 2019-2020.</p>
<p>Metric/Indicator Suspension / Expulsion Rates</p> <p>19-20 Maintain a less than 1% Suspension/Expulsion rate</p> <p>Baseline Suspension/Expulsion rate is less than 1%</p>	<p>Suspension rate was 3% and expulsion rate was 0%.</p>

Expected	Actual
<p>Metric/Indicator Attendance Rate</p> <p>19-20 Maintain a 97% attendance rate</p> <p>Baseline 2016-17 Attendance rate is 95.25%</p> <p>Metric/Indicator Chronic Absenteeism</p> <p>19-20 Decrease chronic absenteeism rate to 3%</p> <p>Baseline 2016-17 Chronic Absenteeism rate is 6%</p> <p>Metric/Indicator School Climate</p> <p>19-20 Maintain 80% satisfaction rate</p> <p>Baseline In 2016-17, 77% of students expressed they were satisfied with their education.</p>	<p>As of February 28, 2020 our attendance rate was 94%.</p> <p>As of March 2020, our chronic absenteeism rate was 8%.</p> <p>The California Healthy Kids Survey that measures school climate was not conducted due to the COVID-19 school closure.</p>
<p>Metric/Indicator Exemplary Rating of Facilities</p> <p>19-20 Maintain an exemplary rating of the FIT</p> <p>Baseline In 2016-17, Mupu rated Exemplary on the Facilities Inspection Tool (FIT)</p>	<p>Mupu maintained a rating of good on the Facilities Inspection Tool.</p>
<p>Metric/Indicator Middle School Dropout Rate</p> <p>19-20 Continue to maintain middle school dropout rate below state/county average.</p>	<p>Mupu had 0 dropouts.</p>

Expected	Actual
Baseline Middle school dropout rate is below state/county average.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Continue to involve students in year-long community service projects.	4000-4999: Books And Supplies Unrestricted \$200	Base Grant 1000-1999: Certificated Personnel Salaries Unrestricted \$778.75 Base Grant 3000-3999: Employee Benefits Unrestricted \$158.43 Base Grant 4000-4999: Books And Supplies Unrestricted \$529.46
3.2 Continue to support fine arts enrichment in the educational program	4000-4999: Books And Supplies Unrestricted and Restricted State \$15,650	Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$866.25 Supplemental/Concentration 2000-2999: Classified Personnel Salaries Unrestricted, Supplemental/Concentration \$1,455.00 Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$313.83 Supplemental/Concentration 4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$1,236.25

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.5 Continue to designate Foster Youth and Homeless Liaison to ensure immediate enrollment, smooth transitions, and support as needed.	\$0	N/A
3.6 Develop and awareness of healthy living lifestyle including importance of attending school regularly.	4000-4999: Books And Supplies Unrestricted \$500	Base Grant 4000-4999: Books And Supplies Unrestricted \$1,639.74
3.7 Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming, and support student learning; continue with landscaping company to maintain school grounds	Non-capitalized Equipment Rentals Leases and Repairs Professional Services 4000-4999: Books And Supplies Unrestricted \$23,150	Base Grant 4000-4999: Books And Supplies Unrestricted \$2,343.06 Base Grant 5000-5999: Services And Other Operating Expenditures Unrestricted \$21,869.52 Base Grant 5800: Professional/Consulting Services And Operating Expenditures Unrestricted \$7,330.50

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19, not all actions were carried out completely such as music and art instruction throughout the entire year. These funds were used to ensure that distance learning was accessible to all scholars through the purchase of additional Chromebooks and hotspots.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

At the beginning of the year and throughout March, all actions and services were taking place and students were participating in community service projects that included helping to feed struggling families, writing to residents of assisted living centers, and participating in recycling projects on campus. Scholars in grades 6th-8th attended overnight field trips including AstroCamp, Aquarium of the Pacific, Catalina Island Marine Institute. All scholars attended at least one performing arts event at Pepperdine University.

Additionally, scholars were engaged in several clubs including: Cursive Club, Gardening Club, MakerSpace, Lego Club, Kindness Club, Book Club, Chess Club, and our basketball team that participated in several scrimmages against other schools. We also held several presentations for our scholars on campus as well. We continued to use these funds to maintain our facilities and while we did not update our kindergarten classroom as planned with a new learning wall, flat panel and Apple TV, this did occur in the summer of 2020.

With the school closure in March, all future planned field trips and on-site performances had to be cancelled. We did continue to maintain school grounds in anticipation of scholars being back on campus.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Desk shields for in-person assessments	325	\$324.97	No
Desk shields for scholars	3,200	\$3,388.68	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All desk shields, PPE, and thermometers were purchased to ensure that scholars could safely return to campus.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Based on survey feedback from our parents, we decided to begin our Blended Learning program on November 2, 2020 with our Kindergarten through 2nd grade classes. The following week, on November 9th, our 3rd through 5th grade classes returned to in-person instruction. And the next week, November 16th, our 6th through 8th graders returned to campus. Our biggest success has been providing a quality learning program that offers parents the flexibility to send their child to school or remain at home. While we encouraged parents to choose one form or the other, if their child was not feeling well one day, they could do distance learning and continue to receive instruction at home during that time. We were also fortunate that despite heavy winds and downed circuits, we never experienced any closure since November 2nd. We have also been successful in maintaining a safe place for scholars to learn and have had only one possible exposure on campus during this time.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of new Chromebooks to ensure 1:1 devices	20,000	\$17,152.95	Yes
Mobile hotspots for staff and household	23,364	\$14,063.40	Yes
Teacher laptops and iPads	11,373	\$8,495.83	Yes
IXL site license	3,500	\$3,500.00	Yes
IPEVO- iDocCamera	160	\$145.39	Yes
Social Emotional Services Specialist	31,680	\$22,800	Yes
Suite 360, Social Emotional Support and Learning Program	9,000	\$9,000.00	No
Simple K12 Online Teacher Training Program	1,567	\$1,566.23	No
Lexia Reading Seat Subscription	760	\$760.00	Yes
License for Learning Ally- Audio Books for Dyslexia & Learning Disabilities	1,100	\$1,099.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All planned actions and services were completed related to the distance learning program.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Our biggest success was that our scholars with IEPs continued to receive services and often, increased services during Distance Learning. We were able to utilize our aides and teachers to ensure these scholars had the extra support they needed in order to be successful in the classroom and continue to make progress towards their IEP goals. We also continued to serve struggling scholars and used a variety of online resources such as IXL, Lexia, and Learning Ally to help support these students. We did our best to make the transition to Distance Learning a friendly one that was easy to navigate and would often go to homes or meet with families individually to show them how to access the curriculum. We purchased hotspots for families that did not have internet access in the home or maybe had multiple family members working online and needed better connectivity. We monitored daily attendance and contacted parents right away when scholars were not logging into their morning meetings. Our faculty continued to meet weekly and discuss what was going well, where we needed extra support, and found solutions whether it be with pupil engagement, software solutions, or how to make engaging learning videos. All staff members continued with their responsibilities in supporting scholars throughout Distance Learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Budgeted actions and services related to pupil learning loss were expended and explained in Distance Learning Program prompt.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As mentioned earlier, we have continued to provide intervention and support for not only SWD but also our struggling learners. Teachers have created small groups that meet daily to ensure they can provide meaningful direct instruction and assess each child's progress. Teachers communicate frequently with parents to inform them of their child's progress and needs. With 89% of scholars now participating in Blended Learning, analyzing each child's mastery of the content standards has been more manageable and easier for teachers to accomplish.

One challenge were the few disengaged scholars that were not participating fully in Distance Learning. The school communicated with the parents and arranged for those scholars to attend school on their DL days to make sure they were participating in Zoom meetings. In between class meetings, scholars were provided with extra support to better comprehend and complete assignments. This extra support helped to ensure they were successful and able to receive direct instruction and completes classwork.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

During this year, we were able to continue our mental health support by continuing to provide for social-emotional services through Zoom. When other parents contacted us with concern for their scholars, we also made sure they had the help and support they needed. Some of these services included counseling services, adjusted homework load, one-on-one support from teacher, or reduced Zoom meetings if child was performing at or above grade level. Additionally, our GoGuardian filter alerted us anytime there was an improper search or alerted us when an email was flagged based on certain key words or phrases. As mentioned earlier, we closely monitored attendance and scholar engagement daily to make sure scholars were participating in the classroom environment. We also made sure we kept our website up-to-date with a variety of social-emotional resources for families.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The attendance piece proved to be a bit of a challenge only because there were multiple components and requirements. Teachers took daily attendance in the morning on "Q", our student information system. If a child was not present, our secretary would call within 30 minutes to find out the reason and notate that on "Q". Throughout the day, teachers would monitor scholar participation and keep track of the minutes that they were participating in Zoom as well as the work being completed. At the end of each day, this data was then input into the class engagement on "Q". At the end of the week, all data was collected and then also inputted into the California Department of Education's Combined Daily Participation and Weekly Engagement Template. It was a great deal of extra work and very time-consuming to complete all three forms of data regarding attendance and engagement. While it was a challenge, once again it was something that all teachers completed on a daily and/or weekly basis. A success was definitely reaching out to parents in a timely manner if their child was absent and finding out that maybe they needed a hotspot or their computer was not working. Often times, staff would drop these items off at their home that day to make sure children were connected and attending class.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Mupu contracts with the neighboring Santa Paula Unified School District, SPUSD, for meals. Fortunately, SPUSD was able to continue the Summer Feeding Program that allowed free meals for all scholars through the remainder of the year. While on Distance Learning, the superintendent would go to pick up meals for families that wanted them and have them available for pickup at our site. This occurred three times a week and contained three meals a day for five days. If families were not able to come to the site to pick-up, staff would deliver these meals to the home. Once Blended Learning began, both breakfast and lunch were provided for each scholar on campus. While the challenge was finding the time to pick up meals on a daily basis, it was important to provide these nutritious meals to our families in need and we made it happen.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Prior to school closure, scholars had access to their devices at school only. With the onset of Covid-19, we have realized the benefits of all scholars having access to a device when at school and at home. We will continue to let scholars use their Chromebooks at home. Not only have teachers recognized the benefits of our software programs, but parents have as well. Stakeholder input shared that many wanted to make sure that scholars would continue to be able to have access to programs such as iXL, Learning Ally and Lexia. We will continue to purchase these and make these available.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

All teachers continue to both formally and informally monitor student progress on a daily basis to drive instruction. As mentioned earlier, most of our SWDs actually saw increased services during the time of distance and blended learning. we will also be administering the CAASPP assessment and will analyze results and data will be used to guide instruction and make sure all scholars are achieving grade level standards.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Look at page 14-15 to determine . . .

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Based on the analysis and reflection of student outcomes from the 2019-20 LCAP and 2021-21 Learning Continuity and Attendance Plan, along with stakeholder engagement, we have come up with the following three goals for the 21-22 LCAP:

- 1) Provide an educational experience that will prepare all scholars for college and career.
- 2) Provide engaging and enriching opportunities that enhance and support the academic standards and curriculum.
- 3) Maintain and strengthen a safe, nurturing 21st century environment that supports learning and preserves the traditional character of the school.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	0.00	0.00
	0.00	29,428.22
	57,500.00	49,574.85
	18,400.00	51,788.42
	147,778.00	85,527.24

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	21,678.00	0.00
	82,825.00	34,830.47
	43,275.00	42,966.53
	0.00	23,486.33
	75,900.00	39,646.40
	0.00	26,810.08
	0.00	48,578.92

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		0.00	0.00
		21,678.00	0.00
		0.00	1,199.05
		0.00	778.75
		82,825.00	32,852.67
		0.00	41,498.52
		43,275.00	1,468.01
		0.00	243.98
		0.00	158.43
		0.00	10,289.90
		0.00	12,794.02
		0.00	5,550.66
		57,500.00	13,381.30
		18,400.00	0.00
		0.00	20,714.44
		0.00	3,334.21
		0.00	23,475.87
		0.00	19,100.32
		0.00	11,780.50
		0.00	17,698.10

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	120,670.00	136,400.92
Goal 2	4,485.00	1,784.14
Goal 3	98,523.00	78,133.67

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,525.00	\$3,713.65
Distance Learning Program	\$102,504.00	\$78,582.80
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$106,029.00	\$82,296.45

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,525.00	\$3,713.65
Distance Learning Program	\$11,667.00	\$11,665.23
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$15,192.00	\$15,378.88

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$90,837.00	\$66,917.57
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$90,837.00	\$66,917.57



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mupu Elementary School District	Dr. Sheryl Barnd Superintendent	sheryl.barnd@mupu.org 805-525-6111, ext. 1

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Mupu continues to be one of the best places we can imagine for children to learn and grow. Scholars from all walks of life come to our school, which is nestled in the Santa Paula Canyon north of the City of Santa Paula. In their time here, our scholars will participate in a rigorous academic program that encompasses all subject areas, will learn to think critically and solve problems and learn what it means to be a person of strong character. We are preparing our scholars to be successful citizens of the 21st Century. More than ever, the challenges of the last year and a half with COVID-19 have shown that Mupu has maintained its reputation of high-quality educational experience and a commitment to learning.

In the 2020-21 school year, Mupu served 159 scholars with demographics being 69% Hispanic and 29% White and less than 1% of American Indian of Asian descent. Our English Learner population is 10%, Special Education represents 13%, low socioeconomic represents 40%, and foster care/homeless make up 12% of our district population. The District employs one superintendent/principal, seven full-time teachers, one part-time teacher, and five classified personnel. Speech and Language services, an Occupational Therapist, a Deaf and Hard of Hearing specialist, a counselor, and a psychologist are outsourced through Ventura County SELPA and Ventura County Office of Education.

With the help of all stakeholders, Mupu is excited to embark on a new journey with three new goals that focus on the educational experience, enriching opportunities, and providing a safe and nurturing environment for all scholars.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Prior to the pandemic and school closure in March 2020, Mupu had met or exceeded several of its goals. We had 52% of scholars achieving Academic Honor and 86% were on Citizenship Honor Roll. Our goals were 50% and 80% respectively. We also had 100% of scholars participating in Community Service Projects and held several family events to increase family engagement. All teachers were fully credentialed and we looked forward to administering and analyzing the results of the CAASPP.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our suspension rate has been in the red or orange indicator for two years. However, with a total school population of less than 160, it does not take many suspensions for this to happen. We have implemented a new discipline policy and use a Restorative Justice policy. Additionally, nearly all suspensions are conducted in school so that scholars have access to learning and IEP services if needed. Attendance rate and chronic absenteeism also remained a struggle for us prior to the pandemic. Once again, this was only the case with a small number of families but impacts our numbers when we have such a small population. We were working very closely with these families to improve student engagement and continued to work closely with them through the pandemic.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Based on the analysis and reflection of student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, along with stakeholder engagement, we have come up with the following three goals for the 21-22 LCAP:

- 1) Provide an educational experience that will prepare all scholars for college and career.
- 2) Provide engaging and enriching opportunities that enhance and support the academic standards and curriculum.
- 3) Maintain and strengthen a safe, nurturing 21st-century environment that supports learning and preserves the traditional character of the school.

MESD has a reputation of high expectations and parents send their children to our school knowing they will get a top-notch education and will leave prepared for the next steps in their educational journey. Our goal is to continue to provide all scholars with a quality standards-based learning program that ensures learning is taking place for all scholars with supports for students with unique pupil needs every single day. (SWDs, ELLs, FY, LI, etc.) Highlight include enhancing College Readiness Supports and Professional Development (Honor Roll, Access to college counselors, training on UC/CSU readiness for stakeholders, etc.)

MESD has developed the Focus Goal to address areas of need of increasing actions and services for their small school district, so scholars have enrichment and support to promote life, college, and career campus. MESD will align actions/services and add expanded learning opportunities to support the implementation of state standards with curriculum and services that encourage scholars and increase engagement and promote a positive school climate. A highlight includes staff to provide social-emotional counseling services.

The final Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows Mupu to track performance on any progress of facilities and safety. Highlights include more outdoor learning areas and learning space for our grade 6-8 scholars.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Parental Involvement is key to ensuring a successful learning experience for all scholars, particularly during this time of distance learning. In addition, involving staff, the MESD Board, and community members help to ensure that all are part of the LCAP process. MESD has no bargaining unit. MESD provided surveys in the stakeholder's home language. Stakeholder feedback was encouraged formally through parent surveys and informally through phone calls and emails, staff meetings, parent meetings, School Site Council, and public board meetings. The district participated and consulted with the Ventura County SELPA through attendance and collaboration at Operations Cabinet Meetings, Superintendent's Policy Council, and facilitated 1:1 VCOE calibration meetings. MESD uses Q Communications which allows the parent to receive email and text communication in the home language.

Stakeholder engagement included the following:

Mupu Elementary School Board Meetings: 8/19/20, 9/16/20, 10/21/20, 11/18/20, 12/16/20, 1/20/21, 2/17/21, 3/18/21, 4/21/21, 5/19/21

Teacher Meetings: 3/26/21,4/29/21

Mupu Parents Club: 2/4/21, 3/4/21, 4/27/21- Due to the convenience of Zoom meetings, there was increased parent engagement in the Mupu Parents Club meeting. Our EL student group is 10 percent and does not require an ELAC, however, MESD provides translation, as needed, and all Q communications can be received in the home language.

Parent Surveys: Four surveys were conducted to gauge parent feedback on Distance Learning Program, Returning to School, Blended Learning Program, Remaining Open, and Increasing In-person Instruction-08/20,10/20,11/20, 03/21

Scholar (Pupils) Survey: Survey was given to scholars to express feedback on ways to improve Distance Learning Program in Spring 2020. Another will be conducted to analyze and look for ways to improve our methods of teaching in the Spring of 2021

SELPA: The district participated and consulted with the Ventura County SELPA through attendance and collaboration at Operations Cabinet Meetings, Superintendent's Policy Council, and facilitated 1:1 VCOE calibration meetings.

Public Hearing: 5/19/21

Superintendent did not receive any questions to respond to in writing.

Final Adoption: 6/16/21

A summary of the feedback provided by specific stakeholder groups.

Throughout this pandemic and school closures, parents have seen the benefits of technology and online resources that provide engaging lessons and extra support. Parents have also shared the strong desire to continue with overnight field trips for upper graders and providing learning experiences outside the classroom for all. In scholar surveys, students expressed an overall feeling of satisfaction given the circumstances. They shared that lessons were engaging, and it was convenient to have online access to curriculum, materials, and supplies at home. Overall feedback indicates that Mupu's stakeholders want to ensure that all scholars are provided with an educational experience that will prepare all scholars for college and/or career. High expectations and input from stakeholders also align with the focus on providing all scholars with a quality standards-based learning program that ensures learning is taking place for all scholars. It is also evident from the survey feedback that scholar (student) provided supports and increased services are in place to address the unique pupil and family needs. This includes student groups such as students with disabilities (SWD), English Learners (EL), those living in poverty (Low Income -LI), all Foster Youth, and students/families experiencing homelessness.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

2021-2022, the first year of the new three-year LCAP, will address the three core areas to ensure MESD's continued success. There will be three broad goals centered around student outcomes, engagement, and conditions of learning. The first will address student outcomes, focusing on pupil achievement in both state and local assessments with an overarching goal of life, college, and career readiness. Based on parent feedback, we will continue to purchase licenses for software support. The second goal will address engagement and connectedness for all school stakeholders as we enter a less restrictive in-person school year. Stakeholders would like to continue the actions that provide enriching opportunities that enhance and support the academic standards and curriculum. The importance of a Learning Resource Center and Social-Emotional supports is evident from the feedback. The third goal is aligned to the conditions of learning for our MESD scholars. Both staff and board members realize the importance of providing extra learning spaces as our enrollment continues to grow. Scholars shared via surveys that while they felt teachers did a good job during DL, they prefer to be in-person and look forward to the extracurricular activities, including overnight field trips. Because of this, our focus is to install a new portable and outdoor learning space to accommodate larger class sizes. Based on parent feedback, continue and expand our community service projects.

Goals and Actions

Goal

Goal #	Description
1	Goal 1 is a broad goal. The objective is to provide an educational experience that will prepare all scholars for life, college and/or career. Mupu has a reputation of high expectations and parents send their children to our school knowing they will get a top-notch education and will leave prepared for the next steps in their educational journey. Our goal is to continue to provide all scholars with a quality standards-based learning program that ensures learning is taking place for all scholars, including SWDs, ELLs, FY and low socio-economic status every single day. This will be measured by CAASPP results, local assessments and measures, ELPAC, reclassification rates, purchased curriculum, the annual CA Dashboard Local Indicator self-reflection.

An explanation of why the LEA has developed this goal.

State Priority 4, Pupil Achievement, and State Priority 8, Other Pupil Outcomes address analysis and an alignment with both state-required assessments and also MESD local assessments. This analysis of the data connects with our high expectations and efforts to prepare our students for life, college, and/or career. This analysis shares strengths as a district to support all scholars in their journey. The data shows where we can principally direct LCFF supplemental actions and services to support identified needs and strengths of our unduplicated EL, LI, FY student group, along with services for our students with disabilities and any other group with unique needs. The most recent CA Dashboard was released in 2019 and indicated a small decline in the overall performance in the ELA (Yellow status) and mathematics (Orange status) for the CAASPP SBAC state assessment. As a small school district, the status can change dramatically because of a slight increase or decrease due to our smaller enrollment. The 2019 Dashboard actual achievement for ELA and Math exceeded the state average on the CA Dashboard. This goal supports continued high attendance rates and decreasing chronic absenteeism rates. Providing an educational experience with high expectations addresses State Priority 5, especially pupil engagement, and Priority 6, school climate. To ensure basic conditions for learning are addressed State Priority 1, Fully Credentialed and appropriately assigned teachers, access to state standard materials, including ELD/language acquisition standards, and full implementation of the standards ensure student readiness for a rigorous and aligned curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	Pending 2020-2021 Results				Pending 2020-2021 results, new baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2018-2019 Schoolwide: 45% Standards Met or Above 6 points below Level 3				
CAASPP MATH	Pending 2020-2021 Results 2018-2019 Districtwide: 51% Standards Met or Above 10 points DFS				Pending 2020-2021 results, new baseline
CA Science Assessment (CAST)	Pending 2020-2021 Results 2018-2019 (Most Recent Results) Standard Exceeded Level 4 - Grade 5 - 0 Grade 8 -16.67% Standard Exceeded Level 3 - Grade 5 – 5.56 % Grade 8 -16.67%				Pending

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Standard Exceeded Level 2 - Grade 5 – 66.67 %</p> <p>Grade 8 -16.67%</p> <p>Standard Exceeded Level 1 - Grade 5 – 27.78 %</p> <p>Grade 8 -16.67%</p>				
Local Indicator Reflection: Teachers Fully Credentialed and appropriately assigned	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection				Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection
Local Indicator Reflection: Standards Aligned Instructional Materials for Every Student	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection				Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection
Reclassification Rates	Prior to school closure, 11% of ELs were reclassified as Fluent for SY 2019-2020.				Increase RFEP based on EL enrollment each year
ELPAC Assessment	Most recent 2018-2019 (12 students) Level 3				Increase Level 3, decrease level 1 & 2,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	16.67% Level 2 83.33%				move EL students to Level 4
Local Indicator Reflection: Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection				Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection
Update College Readiness Supports and Professional Development (Honor Roll, Access to college counselors, training on UC/CSU readiness for stakeholders, etc.)	Baseline of supports and PD opportunities to be created in 2021-2022				Maintain or increase
All high school indicators do not apply to the K-8 (AP, UC-AG, CTE Pathways, EAP, high school dropout, graduation)	N/A				N/A
Attendance Rates	2020-2021 local data 94%				Increase to 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Develop staffs' depth of knowledge in areas such as providing social--emotional support and classroom management, including: NGSS, ELD standards and strategies, Math Practices, CCSS, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities specifically targeted for UPP, including SWDs/Hispanics.	\$19,794.00	No
2	Curriculum & Classroom Supplementary Materials	Provide a standards-based curriculum in all areas of study, including ELD standards. Purchase necessary kits, materials, and online resources and intervention programs so students can conduct CCSS aligned investigations, performance tasks and science projects to increase student achievement in all subgroups (UPP) including areas of focus for SWDs and student groups with unique pupil needs	\$5,300.00	No
3	Technology	Continue to purchase and replenish technology so that scholars and teachers optimize on-line and digital learning.	\$9,250.00	No
4	Foster Youth and Homeless Liaison	Continued to designate a liaison to ensure immediate enrollment, smooth transition, and support as needed. Ensuring school stability will reduce the amount of trauma that youth experience, help mitigate learning loss resulting from the COVID-19 pandemic, and support gains in all other education areas.	\$16,881.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Instructional Aides	Provide extra support to help meet the needs of English Learners and other pupils with unique needs, including FY, LI/Homeless.	\$46,339.00	Yes
6	Career College Readiness	Update College Readiness Supports and Professional Development (Honor Roll, Access to college counselors, training on UC/CSU readiness for stakeholders, etc.)	\$5,000.00	Yes
7	Supplemental Materials	Purchase supplemental materials to aid English Language Learners in the further development of language skills.	\$3,600.00	Yes
8	Additional Teacher to Reduce Class Size	Provide additional staffing in the classroom in order to better assist at-promise students.	\$82,952.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Building on Goal 1, Goal 2 is focused on providing engaging, enriching opportunities that enhance and support the academic standards and curriculum. MESD has developed the Focus Goal to address areas of need of increasing actions and services for their small school district, so scholars have enrichment and support to promote life, college, and career campus. MESD will align actions/services and add expanded learning opportunities to support the implementation of state standards with curriculum and services that encourage scholars and increase engagement and promote a positive school climate. Increased or improved services will be principally directed for unduplicated pupils (FY, LI, EL) and support for students with disabilities and students with unique pupil needs.

An explanation of why the LEA has developed this goal.

Goal 2 was developed based on the annual update overall analysis, a review of the most recent CA Dashboard, the Local Indicator Self-Reflection, local assessments, and surveys/feedback from school stakeholders. There is a need to enhance engagement and climate as scholars return to in-person learning after the pandemic. Expanded learning opportunities are built into the goal to enhance areas of success and addressing areas of need. This focused goal is for the duration of the three-year template. As the metric and reporting results are analyzed, MESD may amend or increase actions and services as needed. Engagement is a core focus with State Priority 3, Parent/Family Involvement, State Priority 5, Pupil Engagement, and State Priority 6 School Climate closely aligned with metrics to measure the effectiveness of the goal/actions. Along with the Engagement core, this goal also builds on providing extra supports towards the priorities aligned with Pupil Outcomes (4,8) and Conditions of Learning (1,2,7). State Priority 7 addresses the requirement to go beyond ELA and Math to ensure that students have access and are enrolled in a broad course of study (Arts, Music, Social Science, Health, PE, etc.) Increased or improved services will be principally directed for unduplicated pupil groups (FY, EL, LI) and also targeted to support scholars who have an IEP and those with unique pupil needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey - Enrichment Opportunities (Field Trips, Art,	Baseline Survey Data to be administered early spring 2022				Increased positive survey results, pending baseline data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
extracurricular activities)					
Quarterly Parent/Family Engagement Feedback (Input & Participation) Survey (including FY, EL, SpEd, and LI)	Baseline Survey Data to be administered quarterly and representative of all student groups (FY, EL, SpEd, LI)				pending baseline data
Physical Fitness Test	Data Quest (most recent results) 2018-2019 Aerobic Capacity 5th grade 22.2 7th grade 0.0 Body Composition 5th grade 33.3 7th grade 0.0 Abdominal Strength 5th grade 33.3 7th grade 100.0 Trunk Extension Strength				pending 2021-2022 results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th grade 72.2 7th grade 100.0 Upper Body Strength 5th grade 33.3 7th grade 78.9 Flexibility 5th grade 61.1 7th grade 89.5				
Course Access - Students have access and are enrolled in a broad course of study.	Local Indicator Self-Reflection CA Dashboard "Met"				maintain 'met' on CA School Dashboard
Student Survey - Connectedness & Safety	Local Survey to be developed Most recent results California Healthy Kids Survey 2017-2018 California Healthy Kids Survey				Pending data from local 2021-2022 Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data -Grade 5(Dataquest) School connectedness† 62% Academic motivation† 43% Caring adult relationships† 68% High expectations† 68% Meaningful participation† 12 %				
Middle School dropout rate	No dropouts, 0% rate Q SIS				maintain
Chronic Absenteeism	2019 CA School Dashboard 11.7% chronically absent Declined 0.9%				decrease below 10%
Suspension	2019 CA School Dashboard 5.8% red status 2020-2021 Local Data				CA Dashboard decrease suspension rates to below state's 3.4% (2019)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0 students				
Expulsion	No expulsion, 0% rate Q SIS				maintain

Actions

Action #	Title	Description	Total Funds	Contributing
1	Field Trips	Continue K-8 field trip support to enhance curriculum.	\$28,184.00	Yes
2	Artist in the Classroom	Support fine arts enrichment in the educational program.	\$18,272.00	Yes
3	Learning Resource Center	Create a Learning Resource Center that supports both struggling scholars (principally directed to increase or improve services for unduplicated student groups, FY,LI,EL) and those with an IEP.	\$80,429.00	No
4	Social Emotional Services Specialist	Provide social-emotional counseling services.	\$35,000.00	Yes
5	Extracurricular Activities	Create both social and sports club that increase scholar engagement.	\$17,327.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Healthy Lifestyle	Develop an awareness of a healthy living lifestyle including the importance of attending school regularly and supporting the community.	\$4,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Goal 3 serves as a maintenance goal. A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows Mupu to track performance on any progress of facilities and safety. The objective of Goal 3 is to maintain and strengthen a safe, nurturing 21st century environment that supports learning and preserves the traditional character of the school.

An explanation of why the LEA has developed this goal.

Based on the analysis of the annual update and stakeholder engagement, MESD provides facilities in good repair. Per stakeholder engagement through the pandemic, the Conditions of Learning (State Priority 1) became an area to maintain. Areas of growth will be to create more outdoor learning spaces and a portable classroom for grades 6-8. These efforts will build on the broad and focus goals on increasing a life, college, and career campus where students and families are engaged and safe.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities in “Good Repair” per CDE’s Facility Inspection Tool (FIT)	Good Repair				Maintain
Outdoor Learning Spaces	Baseline for 2021-2022 pending				Increase by 1
Portable Classroom	Install 1 Portable classroom grades 6-8				Completed

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities	Regularly inspect, monitor, repair and maintain grounds and facilities that are safe, welcoming and support student learning.	\$50,000.00	No
2	Outdoor Learning Spaces	Create outdoor learning spaces for alternative opportunities to access lessons outside of the indoor classroom setting.	\$15,000.00	No
3	Additional Classroom	Install a new portable that allows for 6th-8th to receive separate instruction.	\$300,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.26%	123,413

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The supplemental/concentration funds provided in the LCAP contribute to increased or improved services for low income pupils, foster youth, and English Learners. These funds were principally directed to be used schoolwide, which includes direct access by students identified as FY, EL and LI, to support small group instruction, intervention, social emotional learning supports, After School Program, overnight field trips and excursions, music and art instruction, and the upgrade of technology. The actions below represent how unduplicated pupils were our primary focus while creating our LCAP.

Actions to provide for Unduplicated Pupil Population Include:

LCAP Goal 1

Actions: 4, 5, 6, 7, 8

LCAP Goal 2

Actions: 1, 2, 4, 5

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

MESD drafted the 2021-2024 LCAP to improve student achievement through increased or improved services. The Goals, Actions, and Services were based on feedback from students, staff, parents, the community (including input from unduplicated stakeholders), student achievement data, as well as research on effective educational practices. The research that supports MESD's goals, actions and services are, Visible Learning (J. Hattie, 2009) and visiblelearningplus.com (December 2017) which synthesized various influences in different meta-analysis of thousands of education studies listed and documented the most influential and highest effect size* strategies to improve student achievement. The following strategies were determined to be of benefit to all students, including unduplicated students (FY, EL, LI, and SpEd): "Response to Intervention" (RtI2), have a 1.29 effect size**, "Intervention for students with learning needs" has a .77 effect size, and "Enrichment Programs" have a .53 effect size.

(*the raw data from meta-analysis that quantifies results of thousands of research studies) (**Hattie states that an effect size of $d=0.2$ may be judged to have a small effect, $d=0.4$ a medium effect and $d=0.6$ a large effect on outcomes. He defines $d=0.4$ to be the hinge point, an effect size at which an initiative can be said to be having a 'greater than average influence' on achievement.)

Foster Youth/Homeless Liaison - Although currently MESD does not have FY, upon enrollment of a FY student, the liaison serves to ensure immediate enrollment, smooth transition, and support as needed. The liaison is the caregivers direct link to expanded learning services to increase or improve services to address needs.

English Learner - Professional development and staff training will ensure that all EL scholars are receiving research-based strategies to reach FEP.

Low-Income - Extracurricular activities such as sports, clubs, overnight field trips, and music and art instruction are being implemented to help LI.

These actions were based on meeting Mupu's specific needs and potential areas of growth. LCFF's statement of model practices was used in creating the LCAP goals and actions including a Multi-Tiered System of Support and The Family Engagement Framework.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$589,139.00	\$94,289.00	\$10,000.00	\$43,900.00	\$737,328.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$231,018.00	\$506,310.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Professional Development	\$6,434.00	\$13,360.00			\$19,794.00
1	2	All	Curriculum & Classroom Supplementary Materials	\$2,500.00	\$500.00		\$2,300.00	\$5,300.00
1	3	All	Technology	\$2,650.00			\$6,600.00	\$9,250.00
1	4	Foster Youth	Foster Youth and Homeless Liaison	\$16,881.00				\$16,881.00
1	5	English Learners Foster Youth Low Income	Instructional Aides	\$46,339.00				\$46,339.00
1	6	English Learners Foster Youth Low Income	Career College Readiness	\$5,000.00				\$5,000.00
1	7	English Learners	Supplemental Materials	\$3,600.00				\$3,600.00
1	8	English Learners Foster Youth Low Income	Additional Teacher to Reduce Class Size	\$82,952.00				\$82,952.00
2	1	English Learners Foster Youth Low Income	Field Trips	\$18,184.00		\$10,000.00		\$28,184.00
2	2	English Learners Foster Youth Low Income	Artist in the Classroom	\$18,272.00				\$18,272.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	Students with Disabilities	Learning Resource Center		\$80,429.00			\$80,429.00
2	4	English Learners Foster Youth Low Income	Social Emotional Services Specialist				\$35,000.00	\$35,000.00
2	5	English Learners Foster Youth Low Income	Extracurricular Activities	\$17,327.00				\$17,327.00
2	6	All	Healthy Lifestyle	\$4,000.00				\$4,000.00
3	1	All	Facilities	\$50,000.00				\$50,000.00
3	2	All	Outdoor Learning Spaces	\$15,000.00				\$15,000.00
3	3	All	Additional Classroom	\$300,000.00				\$300,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$208,555.00	\$253,555.00
LEA-wide Total:	\$208,555.00	\$253,555.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Foster Youth and Homeless Liaison	LEA-wide	Foster Youth	All Schools	\$16,881.00	\$16,881.00
1	5	Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,339.00	\$46,339.00
1	6	Career College Readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	7	Supplemental Materials	LEA-wide	English Learners	All Schools	\$3,600.00	\$3,600.00
1	8	Additional Teacher to Reduce Class Size	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,952.00	\$82,952.00
2	1	Field Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,184.00	\$28,184.00
2	2	Artist in the Classroom	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,272.00	\$18,272.00
2	4	Social Emotional Services Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$35,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	Extracurricular Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,327.00	\$17,327.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.